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| **Review of Atlas IB Maps** | **Instructor:** | | **Grade/Class:** | |
| Criteria | 1st Quarter | 2nd Quarter | 3rd Quarter | 4th Quarter |
| 1. Calendar - Is the Gantt graph filled for the quarter? Do you have at least 2 units per content area? |  |  |  |  |
| 2. DP Aims/Objectives – Do you click on the DP objectives assessed in this unit? |  |  |  |  |
| 3. ToK Integration - Do you click at least one ‘Ways of Knowing’ and one ‘Areas of Knowledge’? Did you explain the ToK component briefly in the box provided? |  |  |  |  |
| 4. Essential Questions - Are these BIG idea questions? Are most questions divergent? Do you have between 2 and 5 EQs? Are EQs in complete sentences? |  |  |  |  |
| 5. Enduring Understandings -  Are these BIG idea statements? Do you have between 2 and 5 EUs? Are EUs in complete sentences? |  |  |  |  |
| 6. Content - Do you have between 3 to 6 topics per unit? |  |  |  |  |
| 7. Skills – Do you use Bloom verbs? Do you include higher order thinking skills? Do you have 3-6 skill examples? |  |  |  |  |
| 8. Assessments - Do you have at least 1 **summative assessment** per unit? Are assessment **varied** and enough to give students **opportunities to demonstrate learning** (8 assessments per quarter)? Did you **check the standards** assessed with each assessment? Did **you include the rubric and/or tests**? Did you include an **authentic assessment**? Do the assessments provide a **valid and reliable measure** of the standards? |  |  |  |  |
| 8. Learning Activities – Do you list at least **4 (to 6) learning activities**? Do activities **engage s**tudents in digging into the **big ideas**? Do activities **challenge** students to **rethink** ideas? Do activities facilitate the **revision** of work based on feedback? |  |  |  |  |
| 10. Resources - Do you list all of your major resources, including teacher materials, website support, texts, etc.? Are there at least 4 resources listed per unit? |  |  |  |  |
| 11. Reflections – Do you reflect on the strengths and weaknesses of this unit? |  |  |  |  |